

ENGLISH

EXTRA

MATERIAL

"LINK IT 5"

Skills and abilities

1 Choose the correct verbs.



follow / do instructions



spell / ask questions



recognize / express your ideas and opinions



speak / tell a foreign language



take / make care of other people



remember / recognize emotions



fix / do first aid



read / express a map



remember / follow names



speak / apologize when you're wrong



read / fix things that are broken



take / cook a meal



make / ask a speech



tell / cook a joke



apologize / spell a word

2 Complete the sentences with the words in the box.

Speak ask remember takes cook spell make

You ask ask a lot of questions!

- 1 Can you _____ French?
- 2 I find it hard to _____ names.
- 3 I have to _____ a speech in class next week.
- 4 Billy _____ care of his younger sister on Monday nights.
- 5 How do you _____ "ability"?
- 6 I'm going to _____ pasta for dinner tonight.

Vocabulary: Extension

Life events

1  07 Match the collocations. Then listen, check, and repeat.

- | | |
|-----------|--------------------------|
| 1 win | a a competition |
| 2 deal | b an exam |
| 3 set | c something out |
| 4 come | d something across |
| 5 enter | e an award |
| 6 believe | f a record |
| 7 capable | g first |
| 8 figure | h in something / someone |
| 9 pass | i of doing something |
| 10 get | j with something |



2 Complete the sentences with the collocations from exercise 1.

- 1 My younger sister is 6 years old, and she is _____ cleaning her room by herself these days.
- 2 I'm studying hard because I need to get 60 percent to _____ my Geography _____.
- 3 You're really good at swimming. You should _____ the _____ at the pool. First prize is free entry for a year.
- 4 My brother _____ the pressure of exams really well. I've never seen him get stressed.
- 5 The Math homework wasn't difficult, and we _____ the answers quite quickly.
- 6 James _____ new school _____ in the 400 meter. He ran it eight seconds faster than the last fastest time.
- 7 Hattie _____ for her short story, and they are going to print it in next month's edition of the school magazine.
- 8 My parents always say you need to _____ yourself if you want to succeed. It's good advice, I think.
- 9 The man from the conservation group clearly _____ the message _____ in his speech about endangered species. Lots of people want to get involved in his charity now.
- 10 Layla was disappointed that she didn't _____ in the race, but she got a silver medal so that's still very impressive.

3 **SPEAKING** In pairs, use the collocations to talk about your personal achievements.

Have you ever won an award?

Yes, I have. Once I entered a competition for ...

Present perfect

Affirmative and negative

- 1 Complete the sentences with the present perfect form of the verbs in parentheses.

Rob and Dave have been (be) in a band for three years.

- 1 He _____ (play) for the same team since he was 12.
- 2 Joe _____ (not speak) to Annie since she moved away.
- 3 We _____ (not take) a vacation for a long time.
- 4 She _____ (live) in this house for eight years.
- 5 I _____ (work) in the same office since 1999.

Present perfect vs. Simple past

- 2 Choose the correct alternatives.

I gave a presentation to the school yesterday / since yesterday.

- 1 I've **ever** / **never** been to New York.
- 2 I went to Barbados **since three years** / **three years ago**.
- 3 I started playing soccer **in** / **since** 2003.
- 4 I've read two of the Hunger Games books **three days ago** / **so far**.
- 5 Have you met Noah **yet** / **already**?

- 3 Check (✓) the correct sentence (A or B).

- | | | |
|-----|--|-----|
| A | I've already read that book. | ✓ |
| B | I've read that book yet. | ___ |
| 1 A | My parents got married in 1999. | ___ |
| B | My parents have been married in 1999. | ___ |
| 2 A | Have you seen Leo yesterday afternoon? | ___ |
| B | Did you see Leo yesterday afternoon? | ___ |
| 3 A | Abe has stopped eating meat three years ago. | ___ |
| B | Abe stopped eating meat three years ago. | ___ |
| 4 A | I haven't seen Zoe since last week. | ___ |
| B | I didn't see Zoe since last week. | ___ |
| 5 A | Pete and I have had a fight at the party. | ___ |
| B | Pete and I have had a fight. | ___ |

Future forms

going to / will

4 Complete the dialogue with the correct form of **going to** or **will** and the verbs in parentheses.

A Right, I 'm going to cook (cook) dinner.

B You look tired. I ¹ _____ (cook) it. What would you like?

A Great, thanks. What about spaghetti?

B OK! I ² _____ (boil) some water.

...

A Hmm. What a great smell! That ³ _____ (taste) lovely. When ⁴ _____ (it / be) ready?

B In five minutes. Oh, by the way, I made too much, so I called Pete and Jen next door. They ⁵ _____ (come) for dinner and help us eat it.

A Great! I ⁶ _____ (set) the table for four.

Present progressive / will

5 Choose the correct alternatives.

I 'm meeting / **will meet** Fran for lunch in that new café.

1 She **'s taking** / **'ll take** her driving test next month.

2 You're going to the party, too? Great, I **'m seeing** / **'ll see** you there.

3 I **'m having** / **'ll have** a party on Saturday. Would you like to come?

4 I promise I **'m not telling** / **won't tell** Harry what you said.

5 They **'re going to** / **will go** a concert on Saturday night.

going to / will / present progressive

6 Complete the dialogue with the correct form of the verbs in parentheses. Use **going to**, **will**, or the present progressive.

A I 'm going (go) to Spain on vacation next week. Can you speak Spanish?

B No, but I ¹ _____ (start) a class next month.

A Really? ² _____ (you / take) an exam at the end?

B Yes, I ³ _____ (take) it in July.

A Wow! That's in three months. You ⁴ _____ (have to) work hard.

B I know, so I ⁵ _____ (not be able to) hang out on the weekends.

A I ⁶ _____ (help) you. Then we can still see each other.

Present perfect vs. Simple past (1)

1 Complete the sentences with the present perfect or simple past form of the verbs in parentheses. Then choose the correct time expression.

I 've cooked (cook) dinner twice **three days ago / this week**.

1 I _____ (see) an octopus when I _____ (be) on holiday **last year / for years**.

2 Dr. Jones _____ (be) a biologist **since / in** 2003.

3 Tony _____ (make) a good speech in class **yesterday / so far**.

4 _____ (you / see) that documentary on chimpanzees **since yesterday / last night**?

5 I _____ (not be) to a zoo **for years / in 2015**.

2 Match the sentence halves.

Have you ever _____ d

1 She hasn't finished _____

2 How long have you _____

3 I finished my Science homework _____

4 Has she gone _____

5 He didn't _____

a this afternoon.

b had your cat?

c to bed already?

d forgotten someone's name?

e follow the instructions.

f the crossword yet.

3 Complete the text with the present perfect or simple past form of the verbs in the box.

do be speak cook ever/ be learn
go never / speak be

Have you ever been (you) on vacation with your friends? I ¹ _____ on lots of day trips with school, but last summer I ² _____ on an activity vacation with my friends. I ³ _____ lots of new skills—we ⁴ _____ first aid and ⁵ _____ food on a fire. What ⁶ _____ my favorite part? Well, I ⁷ _____ English outside of my classroom before, and the camp was in the U.S., so I ⁸ _____ English every day.

Future forms

4 Complete the dialogue with the correct future form of the verbs in the box.

do buy do go not be able meet play
probably / meet ask

Ollie What are you doing (you) tomorrow?

Kate I ¹ _____ Sara in town at 11 a.m., and we ² _____ to go shopping.

Ollie What ³ _____ (you)?

Kate A virtual assistant.

Ollie Oh, they're great! I have one. Which one?

Kate Well, the Axle-Bot looks good.

Ollie Yes, it is, but you ⁴ _____ to link your music to it.

Kate Oh. ⁵ _____ (you) anything tomorrow? Can you come, too?

Ollie OK, I ⁶ _____ my mom.

I ⁷ _____ you later, though, because I ⁸ _____ soccer at nine o'clock.

5 Write sentences. Use your own ideas.

1 Describe an arrangement you have made for this week.

2 What do you plan to do this weekend?

3 Your grandma doesn't know how to use her computer. What do you say?

4 Your friend has given you a sci-fi book, but you don't like that genre. Make a prediction about the book.

5 Describe a future plan for when you finish school.

Reading



Presenter Sadie, you're a life coach. Is that correct?

Sadie That's correct, but I also go into schools and help with interview techniques, and I help students with their applications for college, or jobs.

Presenter So what kind of things do you help people with?

Sadie All sorts of things, really. I help people find their ideal career, start a business, get organized financially, or communicate more effectively.

Presenter So if I wanted to communicate better, how would you help me?

Sadie Well, first of all, we would look at what you can do and then set goals to motivate you so that you improve. I would give you positive criticism to help you to express your ideas better.

Presenter Do you work with business people?

Sadie Yes, I do, but I've also worked with actors, musicians, small business owners ...

Presenter Aren't some of these people already successful, though?

Sadie Yes, but sometimes they feel they are terrible at one thing and they need help.

Presenter Ah, I see. And what do you do in schools?

Sadie Well, some students are now required to give presentations to get into courses. I help them to improve their presentation skills. They also often have no interview experience, so I give them techniques to stay calm, remember names—you'd be surprised what we forget when we are under pressure—and express their ideas clearly. Some students also need help with recognizing their emotions, too.

Presenter That sounds great. I think I'm going to find a life coach—are you free?!

1 Read the interview. Then check (✓) the sentences that are true.

Sadie helps

- A** people who aren't very good at making speeches. ____
- B** people to be better in certain areas of their life. ____
- C** students with life skills. ____
- D** students write essays. ____

2 Decide if the sentences are true (T) or false (F).

- 1** She can help with business planning. ____
- 2** The presenter needs to improve his / her communication skills. ____
- 3** Criticism can be helpful if it's kind. ____
- 4** Successful people don't need a life coach. ____
- 5** Some students need help preparing for the working world. ____
- 6** Some students are emotional at interviews. ____

Writing

3 Write a dialogue between yourself and Sadie. Think about the questions below.

- Are you interested in going to college or getting a job once you leave school?
- Do you need to do a presentation, complete an application form, or go to an interview?
- What are you / aren't you good at?
- What do you think you need help with?

Real English

I need to prepare for ...	I'd suggest that you ...
I think I'm pretty good at ...	I can give you some tips for ...
I'm not very good at ...	

You _____

Sadie _____

You _____

Sadie _____


You _____

Sadie _____


1 In pairs, discuss the questions with reference to the animals in the box.

hamster dog snake cat

- 1 What makes a good pet?
- 2 What special needs does each pet have?
- 3 What qualities do people need to own a pet?

2  01 Listen to a girl called Janey talking about her pet. Then decide if the sentences are true (T) or false (F).

- 1 Janey used to have a hamster. ____
- 2 The dog isn't very friendly. ____
- 3 Razy is well behaved. ____
- 4 Razy is good with other people. ____
- 5 The dog hurt Janey's grandma. ____
- 6 Janey thinks Razy might be jealous of her job. ____

3  01 Listen again. Complete each sentence with one or two words, a number, a date, or a time.



- 1 Razy the dog is Janey's _____ pet.
- 2 Janey thinks Razy knows his _____.
- 3 Janey thinks that dogs are able to _____.
- 4 Janey's grandma fell over last _____.
- 5 Janey wants to be a dog _____ when she is older.
- 6 She has the chance to work with some dogs in _____.

Student A

1 Ask Student B these questions.

Have you ever

- cooked a meal?
- made a speech?
- spoken a foreign language on vacation?
- fixed something that was broken?

2 Ask follow-up questions. Use the prompts below.

- What / cook? Who / for? When / cook?
- What / about? Why? Where?
- Where? What / language?
- What? How?

3 What are you going to do? Take turns choosing a statement and telling your partner why their plans are impossible.

- I'm flying to Paris this weekend.
- I'm having a party on Saturday.
- I'm going to give a presentation in class tomorrow.
- I'm going to cook dinner tonight.
- I'm going to go to the movies.
- Your own ideas.

A I'm flying to Paris this weekend.

B That's impossible! There won't be any flights this weekend because the weather's going to be bad.

A OK. I'll ...



Student B

1 Ask Student A these questions.

Have you ever

- taken care of someone?
- given a presentation?
- helped someone across the road?
- done first aid?

2 Ask follow-up questions. Use the prompts below.

- Who / take care of? When? Why?
- What / about? Why? Where?
- Where? Who / help? Why?
- Why? What / happened?

3 What are you going to do? Take turns choosing a statement and telling your partner why their plans are impossible.

- I'm flying to Paris this weekend.
- I'm having a party on Saturday.
- I'm going to give a presentation in class tomorrow.
- I'm going to cook dinner tonight.
- I'm going to go to the movies.
- Your own ideas.

A I'm flying to Paris this weekend.

B That's impossible! There won't be any flights this weekend because the weather's going to be bad.

A OK. I'll ...

Crimes and criminals

1 Choose the correct word to match the picture.



robbery / terrorism



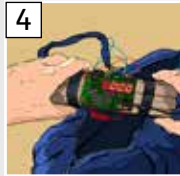
vandalism / kidnapping



pickpocketing / hacking



vandalism / shoplifting



terrorism / mugging



burglary / drug dealing



cybercrime / robbery



theft / kidnapping



mugging / drug dealing



pickpocketing / shoplifting



theft / homicide



burglary / homicide

2 Read the sentences. Then choose the correct crime or criminal (A or B).

Someone took my wallet from my purse when I wasn't looking.

A pickpocket **B** mugger

1 Someone broke into the bank's computer system.

A robber **B** hacker

2 Someone broke into our house while we were on vacation.

A burglar **B** murderer

3 Someone threw paint on the bus stop.

A drug dealing **B** vandalism

4 Someone hit me and took my cell phone.

A kidnapper **B** mugger

5 She was dead when the police arrived.

A murder **B** terrorism

Vocabulary: Extension

Crimes and social issues

1  08 Match the words with the definitions. Then listen, check, and repeat.

arson assault blackmail graffiti discrimination drunk driving gang violence hooliganism
identity theft littering

- 1 the illegal use of another person's personal details _____
- 2 the act of getting money from someone or forcing them to do something by threatening to tell embarrassing information about them _____
- 3 intentionally starting a fire in order to damage or destroy something _____
- 4 treating a person, or particular group of people, differently, especially in a worse way _____
- 5 the act of being violent and / or causing damage in public places _____
- 6 non-political acts of violence by a group of people against civilians _____
- 7 driving a vehicle after drinking too much alcohol _____
- 8 words or drawings, especially humorous, rude, or political, on walls, doors, etc., in public places _____
- 9 a sudden violent attack against someone _____
- 10 throwing objects on the ground instead of putting them in a garbage can or recycling them _____

2 Which of the words from exercise 1 could you use to describe these pictures?



3 **SPEAKING** In pairs, ask and answer the questions.

- 1 Which of the words in exercise 1 are social issues? Which are crimes? Which are both?
- 2 Which of the crimes or social issues are problems in your town or country?
- 3 Can you think of any ways of preventing or remedying these problems?

Past perfect

- 1** Complete the mini-dialogues with the past perfect form of the verbs in parentheses.

1 Matt The movie hadn't finished (not finish) when you turned the TV off.

Beth I'm sorry, but I ¹ _____ (see) that movie before.

Matt Well, I ² _____ (not hear) of it before, and I really wanted to see it.

2 Trainer ³ _____ (you / do) any exercise classes before you started coming here?

Ben Yes, I ⁴ _____ (have). I ⁵ _____ (take) some yoga classes at my last gym.

Past perfect and Simple past

- 2** Complete the sentences with the past perfect or the simple past form of the verbs in parentheses.

Had you read (you / read) the Hunger Games books before you saw the movies?

1 We'd practiced for months before we _____ (enter) the competition.

2 Dan found his watch after he _____ (buy) a new one.

3 I _____ (not listen) to any of this band's music before.

4 Dad _____ (cook) dinner after we'd got home from school.

5 I was tired because I _____ (not sleep) very well.

6 After Megan had read my email, she _____ (call) me.

3 Choose the correct alternatives to complete the article.**Brave heart**

Yesterday, Australian climber Andy Hunter celebrated / **had celebrated** after climbing one of the highest mountains in the Andes.

But Andy Hunter is no ordinary climber. He ¹**had become** / **became** very sick ten years ago. It was his heart, and after doctors ²**saw** / **had seen** Andy, they ³**had decided** / **decided** to give him a heart transplant.

Andy ⁴**had done** / **did** some climbing in Australia before he ⁵**had been** / **was** sick. He ⁶**started** / **had started** climbing again only one year after his operation! Since then, he has climbed mountains all around the world.

Tag questions

4 Choose the correct tag question.

Tom was mugged last night, wasn't he? / was he?

- 1 The murderer didn't leave any clues, **did he?** / was he?
- 2 You haven't reported the robbery yet, **have you?** / did you?
- 3 Natasha can speak Russian, **can't she?** / can she?
- 4 You aren't still angry with me, **are you?** / do you?
- 5 Dan and Jess won't come to the concert, **will they?** / are they?
- 6 You have a new computer, **don't you?** / are you?

5 Complete the sentences with the tag questions in the box.

doesn't she aren't they won't he are you isn't she can't he

These pizzas are fantastic, aren't they?

- 1 He can play the guitar really well, _____?
- 2 Mom always cries at sad movies, _____?
- 3 You aren't going to tell my parents, _____?
- 4 He'll be 18 next year, _____?
- 5 She's going to watch the concert on TV, _____?

6 Complete the sentences with tag questions.

The police haven't arrested him yet, have they?

- 1 She was in a gang, _____?
- 2 You don't have a purple bag, _____?
- 3 He can fix my computer, _____?
- 4 The kidnapper didn't leave a note, _____?
- 5 They shoplift quite often, _____?

Past perfect

1 Read the sentences. Then write 1 and 2 depending on which action happened first.

When I looked in my bag 2, I realized my keys had been stolen. 1

- 1 They got home last night ___ to find their apartment had been burgled ___.
- 2 The security system hadn't been upgraded in years ___ which explains why the website was hacked ___.
- 3 Alice watched *Sherlock* last night ___. She hadn't seen it before ___.
- 4 I didn't recognize the man ___ because I hadn't seen him before ___.
- 5 The skatepark had been vandalized ___ when we got there ___.

2 Read the situations. Then complete the sentences with the past perfect form of the verbs in parentheses.

The police interviewed me, but I had no information for them because I didn't see anything suspicious last night.

I (see) hadn't seen anything suspicious last night.

- 1 Last year, we went to New York. It was our first time.
We (be) _____ before.
- 2 The police spoke to him. He wasn't a criminal.
He (break the law) _____.
- 3 The police officer arrested the thief. I arrived two minutes later.
When I arrived, the police officer (just) _____.
- 4 She went to town for the day. She was tired.
She was tired because she (be) _____.
- 5 They weren't hungry. They had dinner an hour ago.
They (already) _____.
- 6 She was in prison from 2012 to 2017.
She (spend) _____.

Tag questions

3 Complete the dialogue.

- Ollie** You haven't seen my wallet, have you?
Kate Sorry, no. You've looked in your bag, ¹ _____?
Ollie Yes, but it isn't there.
Kate ² _____ at the market earlier, were you?
Ollie Yes, I was there this morning. Why do you ask?
Kate Well, I've read that pickpockets are working in that area. You kept your bag closed, ³ _____?
Ollie I'm not sure. Oh, no! Well, I can't do anything about it now, ⁴ _____?
Kate Yes, you can report it to the police.
Ollie ⁵ _____, couldn't I? But ⁶ _____ get my wallet back, will I?
Kate You never know. But you should at least try to get it back, ⁷ _____?
Ollie True, and people find things all the time, ⁸ _____? You don't have the number for the local police station, ⁹ _____?
Kate No, but ¹⁰ _____ how to find information on the Internet, don't you?!

4 Read the situations. Then write sentences with tag questions.

You need some help. Ask your friend.

You couldn't help me, could you?

- 1 You've lost your cell phone. Maybe your mom knows where it is. Ask her.

- 2 A policeman is looking for a gang member. He asks if you saw him.

- 3 You are going to Abby's party. You think your friend is going, too. Ask him.

- 4 You tell your friend something. You don't think she understood. Ask her.

- 5 You want to get takeout. Suggest pizza.

Reading

- 1 Look at the picture, the title of the text, and the words in the box. What do they tell you about Nelson Mandela and what he did?**

South Africa apartheid terrorism segregation prison Nobel Prize

Now read the text and check your answers.

Free at last!

On February 11th, 1990, a 72-year-old man walked free from prison in South Africa. Thousands of South Africans cheered, and millions of people around the world watched on live TV. The man was Nelson Mandela, and he had been in prison for 27 years.

Mandela's story began in 1948, when he was 30 years old and working for a law firm in Johannesburg. The National Party came to power that year and began to introduce apartheid—a system of racial segregation. Under new laws, whites and non-whites were separated in schools, hospitals, workplaces, residential areas, even in parks. Non-whites couldn't vote, and marrying someone from a different race was illegal. Mandela refused to keep quiet about apartheid and became a member of the African National Congress (ANC), a political party that campaigned against it.

At first, the ANC was non-violent. But in 1960, during a peaceful protest, 69 black protesters were killed by the South African police. The government then made the ANC illegal which led to violent acts of protest that resulted in some deaths. The government said that



ANC supporters were terrorists, and in 1962 Mandela was put on trial for sabotage because he tried to destroy apartheid. He was found guilty and sent to prison. He gained support from other countries who asked the government to release him and end this barbaric system.

In 1989, F.W. de Klerk became the new president of South Africa. He released Mandela, who then became the leader of the ANC and peacefully negotiated with the government. De Klerk and Mandela received the Nobel Peace Prize in 1993 for their work together.

In 1994, South Africa held its first multiracial elections, and on May 10th, Mandela became the country's first black president. He promised that his country would never again experience oppression of one race by another. Apartheid was officially over.

- 2 Read the text again. Are the sentences true, false, or not given? Check (✓) A, B, or C.**

	A true	B false	C not given
Nelson Mandela's release from prison was not on TV.		✓	
1 The National Party did not support apartheid.			
2 Whites and non-whites were often separated from each other.			
3 Mandela became a member of the National Party.			
4 There were a number of different groups in South Africa who opposed apartheid.			
5 Mandela took part in lots of protests with the ANC, both peaceful and violent.			
6 After 1960, it was against the law to be a member of the ANC.			
7 South Africa held its first post-apartheid election in 1989.			
8 De Klerk agreed with the views of Mandela on apartheid.			
9 Mandela became South Africa's first non-white president in May 1994.			

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1 In pairs, match the collocations and discuss their meanings.

- | | |
|---------------|-------------|
| 1 anti-social | a inclusion |
| 2 reduce | b offender |
| 3 social | c crime |
| 4 youth | d behavior |

Listening strategy

Sometimes information is introduced in one sentence and then supported with additional facts or ideas. Linking words like *for example*, *in fact*, *for instance*, or *as a result* indicate that there is additional information.

2 02 Read the Listening strategy. Then listen to someone talking about using sports to tackle youth crime. Answer the questions.

- How much could the U.K. government save by tackling youth crime?
- What sports do the charities in the U.K. offer young people to get involved in?
- How many young people in Rio de Janeiro went to soccer practice as a result of *Esporte Seguro*?

3 02 Listen again. Choose the correct answers.

- In the U.K., youth crime
 - is worse in cities.
 - costs £113 million a year.
 - costs billions.
- Playing sports
 - makes young people feel included.
 - is difficult for some children.
 - can be boring.
- Young people who play sports
 - don't go to school.
 - do well at work.
 - have healthy minds.
- In Rio de Janeiro, instructors
 - were paid for their help.
 - gave their time for free.
 - called the police because of problems.
- What was the effect of the *Esporte Seguro* program?
 - Crime levels went down.
 - Some kids scored lots of goals.
 - English soccer players visited the kids.

Student A

- 1 You are a police officer. Listen to Student B and ask questions to complete the notes about a crime.**

Name	
Address	
Crime	
Details	

- 2 Student B asks you some questions. Answer them using the notes below.**

- send an officer to his / her house tomorrow
- take phone number
- try to find the burglar
- not sure if he will go to prison

B You'll come and take fingerprints, won't you?

A Yes, of course—I'll send an officer to your house tomorrow.

- 3 Now swap roles. The park that you like to visit has been vandalized. Tell Student B, a police officer, about it. Use the notes below.**

Your name is Charlie / Bella. Your cell phone number is 09584-236. When you arrived at the park to play tennis, you noticed that someone had ...

- leave / garbage everywhere
- break / soccer goals
- throw paint / skate park
- dig holes / grass
- your own ideas

- 4 Ask Student B follow-up questions to check what you can do next.**

- clean up with friends?
- have my address?
- my phone number?
- find / vandals?
- vandals / pay for damage?

A I can clear it up with my friends, can't I?

B Yes, of course. That would be really helpful.



Student B

- 1 You have been burgled. Tell Student A, a police officer, about it. Use the notes below.**

Your name is Mr. / Mrs. Wallis. You live on 23 Sussex Street. When you got home, a burglar had ...

- break / the door
- smash / window
- eat / birthday cake
- steal / laptop
- your own ideas

- 2 Ask Student A follow-up questions to check what the police will do next.**

- take / fingerprints?
- have my address?
- my phone number?
- find / burglar?
- burglar / go to prison?

B You'll come and take fingerprints, won't you?

A Yes, of course—I'll send an officer to your house tomorrow.

- 3 Now swap roles. You are a police officer. Listen to Student A and ask questions to complete the notes about a crime.**

Name	
Address	
Crime	
Details	

- 4 Student A asks you some questions. Answer them using the notes below.**

- agree that he / she can clean up
- take address
- try to find the vandals
- if they find them, they will have to fix the damage

A I can clear it up with my friends, can't I?

B Yes, of course. That would be really helpful.

Money and spending

1 Write the words in the box under the correct picture.

cash ATM ~~cash register~~ PIN credit card price tag



cash register



2 Choose the correct answers (A or B).

Adam got his bike for half price in the sale—it was a real ____.

A refund **B** bargain

1 Nowadays, you can't always pay for things with a ____.

A check B change

2 It's a good idea to keep the ____ when you buy something.

A receipt B check

3 I always keep lots of ____ in my wallet for the parking meter.

A bank cards B coins

4 I thought the restaurant ____ was quite expensive.

A check B receipt

5 I got a ____ off the original price because it was damaged.

A refund B discount

Vocabulary: Extension

Professional skills

- 1  09 Listen and repeat the words and phrases. Then check the underlined words in a dictionary.

Prerequisites	Skills	Personal qualities
be interested in ... working on a team traveling working in an office helping others writing	be good at ... ¹ <u>dealing with people</u> making decisions managing other people Math solving problems using a computer using your initiative ² <u>working to deadlines</u> ³ <u>working under pressure</u>	be ... ambitious calm ⁴ <u>caring</u> confident creative ⁵ <u>dedicated</u> determined enthusiastic ⁶ <u>experienced</u> hardworking ⁷ <u>inquisitive</u> ⁸ <u>meticulous</u> organized patient polite quick to learn ⁹ <u>reliable</u> responsible tolerant ¹⁰ <u>understanding</u>
be good with your hands be physically fit have a degree or qualification have good communication skills speak a foreign language		

- 2 Which of the prerequisites, skills, and personal qualities do you think are necessary for these jobs?



nurse



journalist



computer programmer



vet

I think a nurse has to be ...

- 3 **SPEAKING** In pairs, role-play a job interview for one of the jobs in exercise 2, or the job of your choice.

Passive: Present perfect, Present progressive, will

1 Write the words in the correct order to make sentences.

has / credit card / found / been

Your credit card has been found.

1 changed / price / been / has

The _____.

2 mall / has / just / opened / been

A new _____.

3 sold / are / around / all / world / the / being

These products _____.

5 sold / smartphones / in / will / silver and / black / be

Our _____.

6 made / be / robots / by / will / everything

One day _____.

2 Choose the correct alternatives.

Tickets aren't being sold / **have not been sold** until next week.

1 I really hope I **'m being asked** / **'ll be asked** to play on the team next week.

2 Movies **are being made** / **have been made** in Hollywood since the 1900s.

3 We **are being driven** / **will be driven** to school every morning right now.

4 Rick **isn't being told** / **hasn't been told** about the sale.

5 Our house **is being painted** / **will be painted** right now.

3 Complete the sentences with the passive form of the verbs in parentheses. Use the present perfect, present progressive, or *will*.

These T-shirts aren't being sold (sell) in this store anymore.

1 Three of Ben's stories _____ (publish) in the school magazine next month. They must be really good.

2 I spoke to Mr. Turner, and he said that our tests _____ (not grade) yet.

3 Quick! Put the TV on. Mom _____ (interview).

4 I'm sorry, sir, but your credit card _____ (not accept).

5 Spanish _____ (teach) at our school starting next year.

Uses of the -ing form + infinitive

4 Choose the correct alternatives.

Josh Why did you decide to learn / **learning** Spanish?

Kyra Because I like ¹**listen** / **listening** to Latin music, and I want
²**to understand** / **understanding** the words.

Josh I don't mind ³**to dance** / **dancing** to Latin music, but I prefer rock music! Anyway, who's teaching you Spanish?

Kyra My Spanish neighbor has agreed ⁴**to give** / **giving** me lessons.

Josh Spanish isn't too difficult ⁵**to learn** / **learning**, is it?

Kyra I'm not sure, but I'll find out!

5 Check (✓) the correct sentence (A or B).

- | | | | |
|---|----------|---|---------|
| | A | Jane has promised calling us when she hears the news. | _____ |
| | B | Jane has promised to call us when she hears the news. | ✓ _____ |
| 1 | A | Have you ever considered to live in another city? | _____ |
| | B | Have you ever considered living in another city? | _____ |
| 2 | A | I'd like to earn a lot of money when I'm older. | _____ |
| | B | I'd like earning a lot of money when I'm older. | _____ |
| 3 | A | Are you good at making decisions? | _____ |
| | B | Are you good at to make decisions? | _____ |
| 4 | A | I can't afford to go out this evening. | _____ |
| | B | I can't afford going out this evening. | _____ |
| 5 | A | I'm sure they'll help us carrying these boxes. | _____ |
| | B | I'm sure they'll help us to carry these boxes. | _____ |

6 Complete the sentences with the -ing or infinitive form of the verb in parentheses.

- My uncle decided to leave (leave) his job last month.
- She recommended _____ (buy) the dress online.
 - Have you finished _____ (read) that book yet?
 - We need _____ (study) for Monday's test.
 - Alice promised _____ (lend) me \$5.
 - Greg can't stand _____ (shop) for clothes!
 - It's impossible _____ (find) anything in my room—it's so untidy!

Passive: Present perfect, Present progressive, will

1 Write active or passive sentences.

People have described Black Friday shoppers as aggressive.

Black Friday shoppers have been described as aggressive.

- 1 The money will be paid into your account later.
I'll _____.
- 2 We are giving refunds for the damaged items.
Refunds _____.
- 3 They might offer you a discount.
You _____.
- 4 She hasn't been paid for two months.
They _____.
- 5 Are they donating the money to charity?
Is _____?

2 Complete the sentences with the passive form of the verbs in the box. Use the present perfect, present progressive, or will.

take empty discount give fix not charge refund

The money has been refunded back onto your debit card.

- 1 _____ (we) a receipt once the account is closed?
- 2 Everything _____ for one day today.
- 3 My debit card _____ by the ATM!
- 4 The cash register _____ at 6 p.m. this evening.
- 5 The broken ATM _____ at the moment.
- 6 We _____ enough for this meal. It should be \$37, not \$24.

Uses of the -ing form + infinitive

3 Complete the text with the -ing or the infinitive form of the verbs in parentheses.

I normally avoid shopping (shop), but on Black Friday I arranged ¹ _____ (meet) a friend, and we went into town. When we got there, it was easy ² _____ (remember) why I hate ³ _____ (walk) around the crowded stores. It's impossible ⁴ _____ (look) at anything. I prefer ⁵ _____ (order) things online, and the aggressive shoppers reminded me of this. I can't stand ⁶ _____ (be) pushed, and I immediately regretted ⁷ _____ (make) the journey. Next year, I'd like ⁸ _____ (stay) at home. In fact, I might consider ⁹ _____ (give) money to charity instead!

4 Answer the questions with your own ideas.

- 1 Do you prefer shopping online or in store? Why?

- 2 Are you happy to pay full price for something, or do you like to wait for a bargain?

- 3 Describe something that you have regretted buying, and explain why.

- 4 Giving money to charity is important. Do you agree? What charity would you like to give money to?

- 5 Are you good at saving money? Give reasons why (or why not).

Reading

1 Read the texts 1–5. Then answer the questions. Which billionaire

- a** didn't like to spend his money? ____
- b** was inspired by Hollywood? ____
- c** thought he depended too much on his possessions? ____
- d** invested in time? ____
- e** wanted to start a new life? ____



Eccentric billionaires

1 **Jeff Bezos**, the billionaire who started the Internet shopping website Amazon, is certainly serious about being remembered. He has provided \$42 million to build a clock that ¹____ for 10,000 years. The clock will be built inside a mountain in West Texas, U.S.A. A prototype has already been created, and construction of the full-size clock is under way. Bezos is also a big fan of space travel and has started a company that plans ²____ into space.

2 While an interest in space travel is not uncommon for more eccentric billionaires, Australian businessman **Clive Palmer**'s passions are slightly more unconventional. He invested millions of dollars in ³____ dinosaurs back to life by using their DNA to produce exact copies of them. Perhaps he was inspired by the movie *Jurassic Park*. When that failed, it seems that he watched the movie *Titanic*, as his next project involved building an exact copy of the most famous ship in history. *Titanic II* ⁴____ in a shipyard in China and will be ready to set sail in 2022.

3 But not all billionaires are so keen ⁵____ in such eccentric schemes. Sometimes quite the opposite. **Ingvar Kamprad**, the founder of IKEA, was particularly careful with his billions. He began his career by selling matches and ended up building a global company. Even though he ⁶____, he drove an old Volvo, flew economy class, stayed in cheap hotels, took public transport, bought his clothes from flea markets, and lived in a small home full of IKEA furniture, which he put together himself! Careful or stingy? The choice is yours.

2 Complete the texts with phrases a–l. There are two extra phrases.

- a** to invest their money
- b** was called the “homeless billionaire”
- c** trying to bring
- d** was named one of the richest people in the world
- e** buying things
- f** is designed to operate
- g** flying scientists and celebrities
- h** is being built
- i** to give it all away
- j** to take tourists on flights
- k** to have a lot of things
- l** being in their village

4 While some rich people seem to be determined to keep as much of their money as possible, others prefer ⁷____. British millionaire **Graham Pendrill** traveled to Kenya for a one-month vacation and fell in love with the Maasai culture. He enjoyed ⁸____ so much that he decided to sell his twelve-bedroom mansion, give all his money away, and live in a mud hut with the Maasai tribe.

5 Similarly, billionaire **Nicolas Berggruen** showed huge generosity when he sold a lot of his things, including his house, and donated a large part of his wealth to charities. He ⁹____, and traveled the world living in hotels. Why? He said he had lost interest in ¹⁰____ and felt that he was owned by his possessions. Today, he is no longer “homeless”—he lives with his children in an apartment in Los Angeles, but he still enjoys the simple things in life.

Writing

3 Choose one of the famous businesswomen below. Do some research on the Internet, and write 100 words about her.



J.K. Rowling



Oprah Winfrey

Listening

1 In pairs, discuss the questions.

- 1 Do you have to do **chores** at home?
- 2 How does a **credit card** work?
- 3 Do you get an **allowance**?
- 4 Do you often shop at **sales**?
- 5 What was the last **discounted** item you bought?

☐
☐
☐
☐
☐

2 03 Listen to six texts. Then check (✓) the words in bold in exercise 1 that you hear.

3 03 Listen again. Choose the correct answers.

- 1 You will hear two friends talking about a coat.
Why isn't the girl buying the coat now?
 - a She can't find the price tag.
 - b She doesn't have her credit card.
 - c She wants to wait until it's cheaper.
- 2 You will hear an interview.
Why does the woman want the job?
 - a She likes books.
 - b She's interested in traveling.
 - c She wants to learn new skills.
- 3 You will hear a police officer talking to a woman.
She had her credit card
 - a in Looks New.
 - b in Sneaker World.
 - c on Main Street.
- 4 You will hear a conversation in a store.
The man
 - a thinks his change is wrong.
 - b gave the cashier \$20.
 - c hasn't got \$10.
- 5 You will hear a conversation between a mother and her son.
Mom suggests that
 - a thirty dollars isn't enough money for cake.
 - b Jake should help her around the house.
 - c Jake should be careful with his money.
- 6 You will hear two friends talking about a shopping trip.
How much were the girl's jeans?
 - a They were half price.
 - b They were two for the price of one.
 - c They were really expensive.

Pairwork

Student A

1 Read the situation.

You and Student B have been given \$100. You want to use this money to start a business and make a profit.

2 Tell Student B about your business ideas. Use your own ideas or one of these:

- taking orders for newspapers / magazines and then buying them and delivering them to people's houses
- walking dogs for people
- making cards and calendars from people's digital pictures

3 Listen to Student B's business ideas.

4 Discuss all of the ideas. Think about:

- | | |
|--|---------------------|
| • the demand for each product / service | • how to advertise |
| • if you can realistically offer the product / service | • possible problems |
| • how much it would cost you | • competitors |
| • what you could charge for it | |

5 Choose the best business idea together. Decide on a name for your business.



Student B

1 Read the situation.

You and Student A have been given \$100. You want to use this money to start a business and make a profit.

2 Listen to Student A's business ideas.

3 Tell Student A about your business ideas. Use your own ideas or one of these:

- making and selling homemade food or drink
- tidying people's yards
- showing older people how to use their electronic devices

4 Discuss all of the ideas. Think about:

- | | |
|--|---------------------|
| • the demand for each product / service | • how to advertise |
| • if you can realistically offer the product / service | • possible problems |
| • how much it would cost you | • competitors |
| • what you could charge for it | |

5 Choose the best business idea together. Decide on a name for your business.

Technology: nouns and verbs

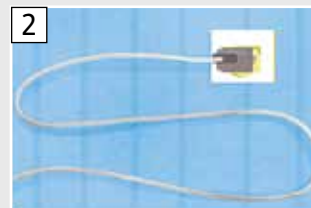
1 Choose the correct alternatives.



a memory stick /
a button



battery / earphones



a cable / a mouse



a plug / a printer



a keyboard / a switch



a microphone /
a speaker



a socket / a monitor



a charger / a button

2 Complete the sentences with the words in the box.

crashed signal microphone run out of turn charger

Can you turn the music up, please?

- 1 Oh, no! I've _____ data on my phone—I can't access the Internet now.
- 2 You need to go to the top of the house to get a _____ on your phone.
- 3 There's a separate _____, so if you want to record anything, you need to plug it in.
- 4 My computer has _____ twice since I installed that program.
- 5 Can I borrow your _____, please—I don't have much battery left.

Technology: nouns and verbs

1 **10 Match the words with the pictures. Then listen, check, and repeat.**

- | | | |
|---------------------------|---------------|---------------|
| ___ back / forward button | ___ homepage | ___ scrollbar |
| ___ browser | ___ menu bar | ___ tab |
| ___ cursor | ___ password | ___ URL |
| ___ drop-down menu | ___ player | ___ username |
| ___ folder | ___ pop-up ad | ___ window |



2 **11 Complete the text with the words in the box. Then listen and check.**

exit bookmark attachment save load drag copy and paste document link type up

Please ¹_____ your essay into a Word ²_____ and make sure you ³_____ it using a filename with your student ID. Please don't ⁴_____ information from the Internet into your essay as you will fail the assignment. You can use the Internet for research. In fact, here is a ⁵_____ to a good website—you can ⁶_____ this page so that it's easy to access. Once you've finished, please ⁷_____ your essay into your student folder where I can see it—you can also ⁸_____ it into your folder. Don't include any other ⁹_____, and don't forget to log off and ¹⁰_____ the system once you've finished.

12 Listen, check, and repeat.

3 SPEAKING Write definitions for five of the words from exercises 1 and 2. Then read the definitions to a partner and see if he / she can guess the words.

This is marking a website so you can easily find it again.

bookmark

Third conditional

1 Match the sentence halves.

- If we had left earlier, B
- 1 If Lucy's parents hadn't been upset with her, ____
- 2 We would have gone to the beach ____
- 3 Would we have won the game ____
- 4 If you hadn't got up late, ____
- 5 If we hadn't studied so hard, ____
- A you wouldn't have missed the train.
- ~~B we would have arrived on time.~~
- C if our best player hadn't been sick?
- D if the weather had been nicer today.
- E we wouldn't have passed the exam.
- F she would have come to the party.

2 Complete the third conditional sentences with the correct form of the verbs.

- I wish I hadn't lost (not lose) the cable.
- 1 If she _____ (not fall), she would have won the race.
- 2 You _____ (see) him if you'd been here five minutes ago.
- 3 If he'd had a signal, he _____ (call) you.
- 4 I _____ (lend) you my laptop if you had asked.
- 5 We'd have turned it off if we _____ (know) you didn't like it.

3 Complete the dialogue with the words in the box.

seen would hadn't installed had asked wouldn't

Kim Would you have installed that program if you'd known about all the problems?

Ann No, I wouldn't.

Kim If I ¹ _____ downloaded it, my computer ² _____ have crashed.

Ann I'm sure I ³ _____ have done the same thing if I'd ⁴ _____ it. Why don't you ask Jake to help? He's good with computers.

Kim I'd have ⁵ _____ him if I hadn't ⁶ _____ an argument with him.

Express regrets

4 Write the words in the correct order to make sentences.

warmer / we / vacation / wish / it / had / on / been

We wish it had been warmer on vacation.

1 first / I / had / I / read / wish / the reviews

2 she / Sara / that / picture / hadn't / shared / wishes

3 I / that / app / hadn't / wish / I / downloaded

4 I / had / my / charger / wish / I / packed

5 Choose the correct alternatives.

Jim The concert was great—you should / **shouldn't** have been there!

Mia I know. I ¹ **should** / **shouldn't** have waited so long to get tickets.

Jim You ² **should** / **shouldn't** have asked me to get you one. I know the band.

Mia Really? You ³ **should** / **shouldn't** have told me that!

Jim Sorry! But I never see you anymore. You ⁴ **should** / **shouldn't** have fallen out with my sister!

Mia She ⁵ **should** / **shouldn't** have apologized for crashing my computer!

6 Complete the second sentence so that it means the same as the first.

I wish I hadn't posted the message.

I shouldn't have posted the message.

1 I should have eaten breakfast.

I wish I _____.

2 I wish I hadn't watched that movie.

I shouldn't _____.

3 I shouldn't have been so rude.

I wish I _____.

4 Leah wishes she had told her friend the truth.

She should _____.

Third conditional

1 Read the first sentence. Then write a sentence with the third conditional.

I saved my essay on my memory stick, so I didn't lose it when my laptop died.

If I hadn't saved my essay on my memory stick, I would have lost it when my laptop died.

- 1 She didn't turn her cell phone off, so she didn't save the battery.

If _____

- 2 He didn't have enough money, so he couldn't buy a new keyboard.

He _____

- 3 We used that socket because we didn't know it was broken.

We _____

- 4 I installed that program, so my computer crashed.

If _____

- 5 You ran out of data because you downloaded that game.

You _____

2 Read the story. Then write third conditional sentences.

Last week, I did my homework on my mom's laptop and it was a disaster! It doesn't have a mouse and the screen is small, so it took me hours. ¹Then I realized I hadn't plugged it in, so it turned itself off, and I lost my essay. ²So I started again, but I wasn't able to print my essay because it wasn't connected to the printer (³and the printer was broken). ⁴So I had to write the essay by hand, and I was late handing it in.

If I'd had a mouse and a bigger screen, it wouldn't have taken me hours to do my homework.

1 _____

2 _____

3 _____

4 _____

Express regrets

3 Complete the dialogue with *wish*, *should*, or *shouldn't* + past participle. Use the correct form of the verbs in the box.

wish / not say	should / explain	wish / comment
should / think	should not / say	wish / delete

Ben Hey, Tia. You don't look very happy.

Tia No, I've been really silly. Wendy wrote a post and I wish I hadn't commented on it.

Ben Oh! Why's that?

Tia Well, I didn't write it very well, and she didn't understand it was a joke.

Ben You ¹_____ to her it was just a joke.

Tia I did, but she doesn't believe me. She said I ²_____ it.

Ben You need to be very careful about what you say online. You ³_____ about it more carefully before you posted it.

Tia I know that now. I ⁴_____ the comment before she saw it.

Ben Don't worry. I'm sure she ⁵_____ some things, too.

4 Write sentences with the prompts. Use *wish*, *should*, or *should(n't)* + past participle.

wish / not lose / memory stick.

I wish I hadn't lost my memory stick.

- 1 should not / tag me / his post.

He _____

- 2 wish / not comment / her picture.

I _____

- 3 should / ask her / before we share it.

We _____

- 4 wish / charge her phone.

She _____

- 5 should / write / positive comments.

They _____

Reading

1 Read about three young people and their businesses. Then complete the summary sentences 1–3 with the correct names.

- 1 _____ got a lot of orders for a product, but couldn't make them fast enough.
- 2 _____ created a product that was too similar to others already in the market.
- 3 _____ has a successful business that doesn't cost very much.

Three business stories

Robbie



“ I designed a homework app for smartphones last year. Whenever students were given homework, they were supposed to enter the details into an organizer, with the date that the homework had to be done by. Later, the students were reminded to do the work. It was a good app, but unfortunately, I didn't do enough market research before I launched it. I should have realized that there's a big demand for apps like that, so naturally I had lots of competitors! Hardly anyone bought my app. If I'd known how many similar apps there were, I would have designed something completely different. I wasted a lot of my time, and I feel annoyed and a bit embarrassed. I wish I'd researched the market properly. ”

Andy



“ I live in London, where lots of people live busy, stressful lives at top speed—luckily for me! My friend and I have a business called “Helping Hands.” Basically, we're paid by busy business people to do all the little personal jobs that they don't have time for—things like collecting packages, taking clothes to the cleaners, booking theater tickets, and doing shopping. For example, yesterday I was asked to take someone's dog to the vet, to find a birthday present for a 6-year-old girl, and to buy some mushrooms at a Chinese supermarket! I suppose that people once tried to persuade their secretaries to do jobs like those. But nowadays the secretaries are all too busy, aren't they? We made a good profit last year because our only expenses are transportation and advertising. My regret? I wish I'd started this business five years ago! ”

Melanie



“ I've always loved cooking, and two years ago I found a way to make some money from my hobby. I started a business making personalized cakes and cookies for clients. I put their names, personal messages, and even pictures onto my products. I started just doing it for friends, but then I began to get lots of orders through my Facebook page. It was Christmas time, and I couldn't meet the demand. I was working in the kitchen until about 1 a.m. every day! In the end, I closed the business, and I stopped taking orders. It would have been OK if I could have employed other people to help, but it wasn't possible with my cash flow situation. Thinking about it, I should have got a loan to help me, but I was nervous about asking for one. If I'd had one or two helpers, I think I would have made a good profit. Maybe I'll try it again someday, but I'll sort out all the finances first. ”

2 Read the text again. Which person would say these things? Write R (Robbie), A (Andy), or M (Melanie).

- 1 “I do boring jobs for people who have to work all the time.” _____
- 2 “I have lots of clients.” _____
- 3 “I should have asked someone to lend me some money for my business.” _____
- 4 “I wish my business idea had been more original.” _____
- 5 “I might start my business again in the future.” _____
- 6 “I should have started my business earlier.” _____
- 7 “My business would have made a profit if I'd managed it better.” _____
- 8 “I had too much competition.” _____

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1 In pairs, discuss the questions.

- 1 What features does your cell phone have?
- 2 Does it have a good camera?
- 3 What's the battery life like?

Listening strategy

Distinguishing between fact and opinion

Sometimes you need to work out what's a fact (generally known to be true) and what's an opinion (a view held by one or more people). Opinions often include words and phrases like *I think, in my opinion ...*

2 04 Read the Listening strategy. Then listen to someone comparing two cell phones. Are the statements facts (F) or opinions (O)?

- 1 Both phones connect wirelessly to other devices. ____
- 2 The GPhone 8 doesn't have anywhere to plug in earphones. ____
- 3 The battery life is the same as previous models. ____
- 4 You need to charge the phone daily. ____
- 5 Both phones have a 4.7-inch display. ____
- 6 The SS22 takes clearer pictures. ____

3 04 Listen again. Complete each sentence with one or two words, a number, a date, or a time.

We compare two cell phones

- 1 _____ have Bluetooth technology.
- 2 You need _____ to listen to music with the GPhone 8.
- 3 Battery life is considered _____ than before.
- 4 The speaker tested each phone for _____.
- 5 Both phones have a _____ inch screen size.
- 6 The speaker bought a new phone _____.

Student A

1 Read the instructions and guess the missing words.

- You and Student B both have the same sentences. But where your words are bold, Student B has gaps.
- Take turns reading your sentences and guessing the missing words.
- You have three chances to guess the words. If you guess correctly the first time, you win three points. If your guess is incorrect, try again for two points, and then one.
- Then write the missing words.

- If Tim Berners-Lee hadn't invented the Internet, I **wouldn't have been able to go online last night**.
- If I hadn't forgotten my memory stick, I _____.
- If I'd charged my phone, **the battery wouldn't have died**.
- If I'd remembered to turn off my phone, _____.
- If John Logie Baird **hadn't invented the TV**, I wouldn't have watched my favorite TV show last night.
- _____ if I'd known it had such little memory.
- I would have answered your text message **if I'd seen it**.
- I would have bought that game console _____.

2 Choose one of the characters below. Make sentences using *I wish*. Can your partner guess who you are?

King Kong Katniss Everdeen Harry Potter Luke Skywalker Wonder Woman Your own ideas

I wish I hadn't ...

Student B

1 Read the instructions and guess the missing words.

- You and Student A both have the same sentences. But where your words are bold, Student B has gaps.
- Take turns reading your sentences and guessing the missing words.
- You have three chances to guess the words. If you guess correctly the first time, you win three points. If your guess is incorrect, try again for two points, and then one.
- Then write the missing words.

- If Tim Berners-Lee hadn't invented the Internet, I _____.
- If I hadn't forgotten my memory stick, I **would have been able to save my homework**.
- If I'd charged my phone, _____.
- If I'd remembered to turn off my phone, **it wouldn't have rung in class**.
- If John Logie Baird _____, I wouldn't have watched my favorite TV show last night.
- I **wouldn't have bought that phone** if I'd known it had such little memory.
- I would have answered your text message _____.
- I would have bought that game console **if I'd had the money**.

2 Choose one of the characters below. Make sentences using *I wish*. Can your partner guess who you are?

Wonder Woman Harry Potter Katniss Everdeen King Kong Luke Skywalker Your own ideas

I wish I hadn't ...

Advertising

1 Write the words in the box under the correct picture.

label advertisement products slogan brand billboard logo



brand



2 Choose the correct alternatives.

Those coffee **slogans** / **commercials** with George Clooney are really funny.

- 1 A What's your favorite **brand** / **label** of cereal?
B I like Kellogg's Cornflakes.
- 2 A How do I wash these jeans?
B I don't know. Look at the **label** / **product**.
- 3 A Have you ever been **influenced** / **sponsored** by an advertisement to buy something?
B Yes, a pair of sneakers.
- 4 Marco is going to do the **publicity** / **billboard** for the school play.
- 5 My dad's company **influences** / **sponsors** our soccer team. His company name is on our T-shirts.

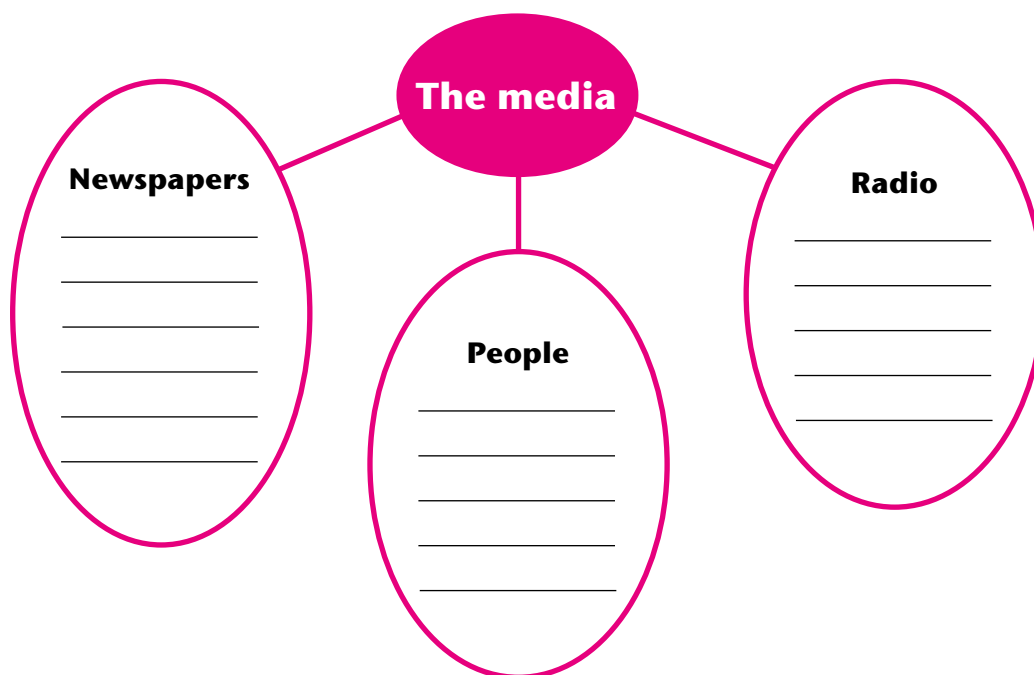
Vocabulary: Extension

The media

1  **13 Match the words with the definitions. Then listen, check, and repeat.**

- | | |
|-------------------------|---|
| 1 headline | a a person who introduces and plays music on the radio |
| 2 journalist | b newspapers or journalists viewed collectively |
| 3 presenter | c a person responsible for the financial and managerial aspects of the making of a movie, play, or radio broadcast |
| 4 DJ | d being broadcast on radio or television |
| 5 critic | e the title of a newspaper story that is printed in large letters |
| 6 the press | f a person who judges literary or artistic works, especially professionally |
| 7 producer | g a person who writes for newspapers, magazines, or news websites |
| 8 on-air (adj) | h a person who introduces and appears in a television or radio program |
| 9 tabloid | i a newspaper with small pages, mostly containing stories about famous people and not much serious news |
| 10 broadcast (v) | j the process of producing a book, magazine, etc., for people to buy |
| 11 publication | k the number of copies sold of a newspaper or magazine |
| 12 circulation | l transmit (a program or some information) by radio or television |

2 Complete the mind map with the words from exercise 1. Four words can go into two places.



3 SPEAKING In pairs, ask and answer the questions.

- Who's your favorite DJ?
- What's the most popular tabloid newspaper in your country?
- Do you think there should be more rules for the press?
- Would you like to do a media job? Which one do you think would be the most interesting?

Reported statements

1 Choose the correct answer (A or B) to complete the reported speech.

“I’ve been here before.”

Danny said that he’d been ___ before.

- A** there **B** that

1 “I’ve seen this movie before.”

Ali said that she’d seen ___ movie before.

- A** there **B** that

2 “It rained a lot last night.”

Megan said it had rained a lot ___.

- A** the night before **B** that night

3 “Our class has a school trip tomorrow.”

Ben said that his class had a school trip ___.

- A** the next day **B** the day later

4 “The band’s doing two concerts next week.”

Ian told us the band was doing two concerts ___.

- A** that week **B** the following week

2 Check (✓) the correct sentence (A or B).

A He told me that he’d seen the advertisement.

✓

B He told that he’d seen the advertisement.

1 **A** Mom told she was going to buy a new brand of coffee.

B Mom said she was going to buy a new brand of coffee.

2 **A** Alex told me he would go shopping with me next weekend.

B Alex told me he went shopping with me next weekend.

3 **A** Bella said she isn’t influenced by the commercial.

B Bella said she hadn’t been influenced by the commercial.

4 **A** I told that I had seen the billboard on the way to school.

B I said I had seen the billboard on the way to school.

3 Choose the correct alternatives.

News reporters said the night before that some people **had** / **have** died.

- 1 I called her, but she told me they **were** / **have been** still waiting for news.
- 2 Last month's weather **would be** / **had been** the worst for ten years.
- 3 Sam said he **would** / **had** get here by five o'clock.
- 4 People said that the politician **has lied** / **had lied** to the public.

Reported questions and commands

4 Write the words in the correct order to make reported sentences.

asked / been / we / had / where / vacation / on

Andy asked where we had been on vacation.

- 1 he / if / could / for Kate / asked / a message / leave
Robbie _____.
- 2 who / asked / speaking / was
Mom _____.
- 3 the / asked / I / if / had got / wrong / number
The woman _____.
- 4 ever / branded jeans / bought / I / asked / had / if
Leo _____.
- 5 shopping / when / we / us / asked / going / were
James _____.

5 Complete the reported questions. Use the words in parentheses.

- How long will you be in Paris?
- 1 Have you ever been here before?
- 2 Can you speak French?
- 3 Where are you staying?
- 4 What is your favorite tourist attraction?
- 5 Have you seen the Eiffel Tower yet?

The reporter asked us how long we would be in Paris.

- 1 He asked us _____ there before. (if)
- 2 Then he asked Maria _____ French. (if)
- 3 Then he asked us _____. (were)
- 4 He also asked us _____. (what)
- 5 He then asked us _____ the Eiffel Tower yet. (if)

6 Are these sentences reported requests (R) or commands (C)?

She asked me to turn the TV on. R

- 1 He told me to be quiet. ____
- 2 My sister asked me to tag her in the post. ____
- 3 I asked her to lend me her sneakers. ____
- 4 Oliver told her to stop being influenced by commercials. ____

Reported statements

- 1 Complete the reported speech, adding the correct time phrase from the box.**

the Friday before the day before that
the following Friday there the next day

"I bought a branded T-shirt yesterday."

She said she had bought a branded T-shirt the day before.

- 1** "I've watched this movie lots of times."

He said he _____ movie lots of times.

- 2** "We'll see you tomorrow."

They said they _____ us _____.

- 3** "The ad is going to appear in the newspaper next Friday."

He said the ad _____ in the newspaper _____.

- 4** "You can put the logo here."

He said I _____ the logo _____.

- 5** "I saw those sneakers on a billboard last Friday."

She said she _____ those sneakers on a billboard _____.

- 2 Read the dialogue. Then report it.**

Leo I don't watch a lot of television—I hate all of the commercials.

Dan I know. ²I watched a movie yesterday, and there were commercials every 15 minutes.

Leo Well, ³I've decided that I'm going to watch things online.

Dan ⁴I tried that, but you can still get some commercials.

Leo Oh! ⁵I'll try it tonight.

Leo said that he didn't watch a lot of television.

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____

Reported questions and commands

- 3 Write reported questions.**

Do you follow any vloggers?



- 1** How long have you had your phone?

- 2** What's your favorite TV program?

- 3** Do you like going to the movies?

- 4** Do you buy branded clothes?

- 5** Are you going to play sports this weekend?

She asked me if I followed any vloggers.

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____

- 4 Write reported commands or requests.**

"Stop it!" Harry said to Alex.

Harry told Alex to stop it.

- 1** "Turn the TV off," her dad said.

- 2** "Don't shout," I said to Lily.

- 3** "Could I play with your game console?" Jamie asked me.

- 4** "Don't be annoyed," Ana said to her friend.

- 5** "Could you give me that newspaper, please?" Suzy asked me.

Reading

1 Read the article. What is it about?

Check (✓) the best option a–e.

- a traditional methods of advertising _____
- b the cost of advertising for companies _____
- c the dangers of advertising _____
- d unusual kinds of advertising _____
- e ways to improve advertising _____



Reaching the masses through advertising

We are now used to seeing advertising everywhere—in newspapers and magazines, on TV, on billboards in the street—and it seems that a standard advertisement is no longer enough to grab our attention. More and more companies are turning to alternative forms of advertising, such as guerrilla advertising, which involves organizing publicity stunts in public places. These are planned events designed to attract attention or create a positive brand image.

A good example of guerrilla advertising comes from the makers of Lynx shower gel, who organized a giant shower stunt. It took place in Bournemouth, England, and involved a huge 5.8-meter-high shower that they placed on the beach. They then invited local people to come and take a shower together. As well as breaking a world record for the most people ever to shower together (152), they attracted a lot of attention for the brand. A video of the event got 94,000 views online.

However, it isn't only big multinational corporations that are turning to such methods to get their message across. The company that produces *Motz* newspapers, which are sold on the streets by homeless people in

Germany, employed top fashion designers to make coats from their newspapers. The coats were given to homeless people to wear as they sold the newspapers. A spokesman for *Motz* said that the stunt had proved a great success in raising awareness.

Viral advertising, which involves creating a short video and uploading it to the Internet, is another technique used by companies. When the video game *Angry Birds Space* was launched, the company produced a short, amusing video to promote it. This advertisement would have cost millions of dollars on TV, but it was free to launch online. A company spokesman confirmed that the plan had paid off, as the video got 500,000 views per day.

But one of the most novel examples of guerrilla advertising methods was by the drinks company Red Bull. In 2012, they sponsored the Red Bull *Stratos* jump by Felix Baumgartner. Baumgartner broke four world records by jumping from a capsule 37 kilometers up in the air over New Mexico. It was a huge personal achievement for Baumgartner, and an even bigger success for Red Bull—over seven million people worldwide watched the live stream. Now that's what you call successful advertising!

2 Read the text again. Choose the correct answers.

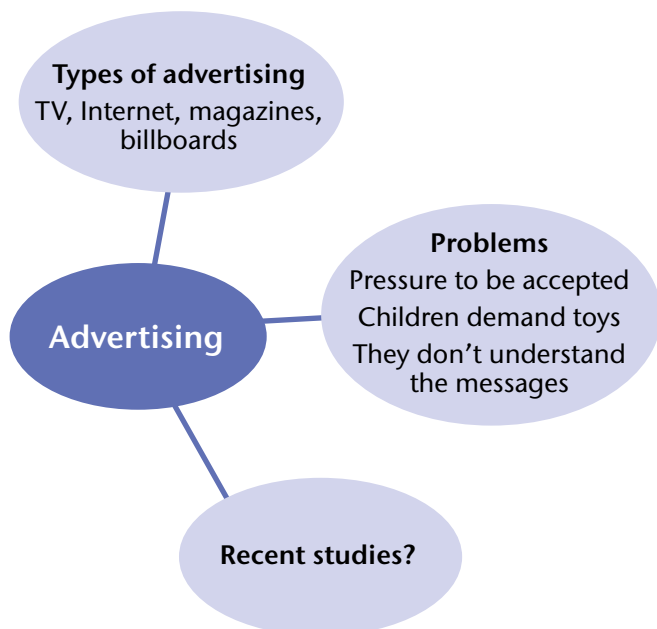
- 1 Guerrilla advertising
 - a doesn't always help a brand's image.
 - b is not always successful.
 - c is becoming more popular.
 - d involves showing advertisements in public places.
- 2 The shower stunt
 - a wasn't very successful.
 - b was filmed and shown on TV.
 - c used nineteen showers.
 - d involved more than one hundred people.

- 3 *Motz* newspapers
 - a are produced by homeless people.
 - b used a stunt to make people aware of the problem of homelessness.
 - c used a stunt to raise money for homeless people.
 - d used a stunt to help fashion designers.
- 4 The company that produces the *Angry Birds Space* game
 - a used a cheaper way to advertise its new game.
 - b couldn't show its advertising video on TV.
 - c was disappointed with the results of its advertising video.
 - d spent a lot of money on advertising its new game.
- 5 The Red Bull advertising stunt
 - a involved jumping from a plane in New Mexico.
 - b was broadcast live on TV.
 - c didn't get much attention.
 - d was a huge success for both parties.

Real English

Nowadays, ...
Research suggests ... / Studies have found ...
On the other hand, ...
Many people ...
What is more, ...
Therefore, ...

This image shows a single page from a notebook or a set of writing paper. It features ten evenly spaced horizontal blue lines across its entire width, providing a guide for handwriting. The margins are consistent on all sides, and there are no other markings, text, or illustrations present.



- 1** In pairs, practice saying the phrases.
Who has the best intonation?

You're joking!

No way!


I don't believe it!

You're driving me crazy!

Listening strategy

Recognizing attitudes from intonation

Speakers sometimes convey meaning by the tone of their voice and intonation. For example, if we hear a firm, loud voice, the person might be angry.

- 2**  05 Listen to four conversations and choose how each person is feeling.
- The boy is **disappointed** / **angry** / **surprised**.
 - The girl **can't believe** / **is sad** / **is angry** that there isn't going to be a party.
 - The daughter is **annoyed** / **sad** / **excited**.
 - The father is **sad** / **angry** / **surprised**.

- 3**  05 Listen again. Choose the correct answers.

- You will hear two friends talking about a watch. Why isn't the boy happy?
 - Someone stole his watch.
 - He doesn't think the girl's joke is funny.
 - He left his bag at the pool.
- You will hear two friends talking about a party. Why isn't Lily having a party?
 - She didn't want to have the party.
 - She had an argument with her parents.
 - She's sick.
- You will hear a mother talking to her daughter. The sneakers are
 - not small enough.
 - fifty dollars.
 - cheaper than usual.
- You will hear a boy talking to his dad. The boy
 - is playing a driving game.
 - wants to borrow something.
 - has been doing his homework for an hour.

Student A

1 Ask Student B these questions. Make notes about his / her answers.

- Have you checked your emails today?
- Do you have a branded T-shirt?
- What's your favorite food product?
- Did you see a billboard on your way to school?
- Can you name a famous slogan?
- Does advertising influence what you buy?

2 Swap pairs. Tell your new partner what you found out about Student B in exercise 1.

3 Read the story. Then work with your first partner and write a dialogue.

Janey and Eddie were at Janey's house. Janey asked Eddie what he wanted to do. Eddie suggested playing a game on Janey's game console. Janey agreed and asked Eddie if he could play *The Temple of Doom*. Eddie said that he didn't really like horror games, but he agreed to play. Janey said that it wasn't scary, but that he had to be quick and jump over things. Eddie asked if he could use the red controller. Janey agreed. When they started, she told him to jump quickly twice. Eddie told her not to shout, but it was too late—he was dead. Janey laughed and told him that he would have to be faster.

Janey _____
 Eddie _____
 Janey _____
 Eddie _____
 Janey _____
 Eddie _____
 Janey _____
 Eddie _____
 Janey _____

4 Practice your dialogue.



Student B

1 Ask Student A these questions. Make notes about his / her answers.

- Have you been on social media today?
- What's your favorite brand?
- Are there any food products you avoid?
- What's your favorite TV commercial right now?
- Can you describe a famous logo?
- What's your favorite clothes label?

2 Swap pairs. Tell your new partner what you found out about Student A in exercise 1.

3 Read the story. Work with your first partner and write a dialogue.

Janey and Eddie were at Janey's house. Janey asked Eddie what he wanted to do. Eddie suggested playing a game on Janey's game console. Janey agreed and asked Eddie if he could play *The Temple of Doom*. Eddie said that he didn't really like horror games, but he agreed to play. Janey said that it wasn't scary, but that he had to be quick and jump over things. Eddie asked if he could use the red controller. Janey agreed. When they started, she told him to jump quickly twice. Eddie told her not to shout, but it was too late—he was dead. Janey laughed and told him that he would have to be faster.

Janey _____
 Eddie _____
 Janey _____
 Eddie _____
 Janey _____
 Eddie _____
 Janey _____
 Eddie _____
 Janey _____

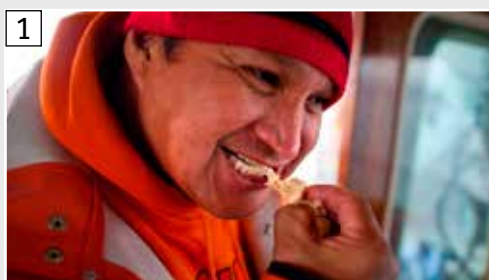
4 Practice your dialogue.

Describing and preparing food

1 Choose the correct alternatives.



I don't like **tough** / **raw** fish.



If you cook meat for too long, it can be **fresh** / **tough**.



I buy **fresh** / **bland** vegetables every day.



Too much **raw** / **salty** food isn't good for you.



I usually cook the chicken so the skin is **crispy** / **tough**.



We love **bland** / **spicy** Indian food—the hotter the better!



My brother prefers **crispy** / **bland** food with no pepper or spices.

2 Complete the recipes with the words in the boxes.

chop boil fry serve pour add

Tomato soup

First, fry some onions and garlic in a pan. Then ¹ _____ the tomatoes and ² _____ them to the pan. ³ _____ a liter of water into the pan and ⁴ _____ for 20 minutes. ⁵ _____ the soup with warm bread.

decorate bake melt chop mix

Banana and chocolate cake

Mix together flour, butter, sugar, and eggs in a bowl. ⁶ _____ a banana and put it in the bowl. ⁷ _____ the cake for 30 minutes. ⁸ _____ some chocolate and pour it over the cake to ⁹ _____ it.

Food: adjectives

1  **14** Choose the correct food items to match the adjectives. Then listen, check, and repeat.

- 1 a rotten **apple** / **cake**
- 2 ripe **fruit** / **meat**
- 3 fatty **meat** / **chocolate**
- 4 tasteless **water** / **vegetables**
- 5 stale **salt** / **bread**
- 6 dry **coffee** / **toast**
- 7 rare **steak** / **chicken**
- 8 tender **pasta** / **meat**
- 9 flat **soda** / **soup**
- 10 greasy **ice cream** / **fries**

2 Complete the sentences with the adjectives from exercise 1.

- 1 These sausages and eggs are too _____—can you cook them again without any oil?
- 2 Bananas that aren't _____ are usually green.
- 3 Why are you eating _____ bread with no butter?
- 4 You need to throw that _____ fruit out—it's attracting flies.
- 5 This soup is really _____—can I have some salt and pepper?
- 6 The meat was cooked medium-_____ as ordered.
- 7 You can use that _____ bread to make a pudding.
- 8 My soda has gone _____—can I get another one, please?
- 9 I don't eat a lot of _____ meat because it's not good for your health.
- 10 Gently boil the carrots until they are _____.

3 SPEAKING In pairs, take turns describing ...

- 1 the types of food you like and don't like.
- 2 an unpleasant meal that you've had.



Count and noncount nouns

1 Write the words in the correct column.

salt lemon ~~advice~~ pasta coffee egg house
problem weather burger money

Count	Noncount
	<i>advice</i>

2 Complete the sentences with the words in the box.

less a little few little a few much any

I have very little money to spend.

- There are _____ pieces of chocolate cake and some cookies, too.
- There isn't _____ pasta in the cupboard.
- _____ young children like very spicy food—but they may learn to like it as they get older.
- I only want _____ mustard on my burger.
- How _____ tomato soup is there?
- Fish contains _____ fat than red meat.

3 Choose the correct alternatives.

a cup / **piece** of coffee

- a **slice** / pinch of cake
- a pinch / **portion** of salt
- the **portion** / **majority** of students
- a **piece** / **bottle** of water
- a **work** / **glass** of art
- a **bottle** / **bowl** of soup

Ability and permission

4 Choose the correct answer (A or B) to complete the sentences.

Rob used to be overweight, but he managed to lose 10 kg!

A could B managed to

1 Samuel ___ learn the guitar in only three months!

A managed to B wasn't able to

2 That man ___ see anything before doctors operated on his eyes.

A didn't manage to B couldn't

3 It was a very big dinner, so I ___ eat everything.

A can't B wasn't able to

4 ___ run 10 km a year ago?

A Could you B Were you able

5 Tom ___ call me because his phone ran out of battery.

A couldn't B can't

5 Check (✓) the correct sentence ending (A or B).

Before they closed the local station, people

A ☒ could get trains from here.

B ___ managed to get trains from here.

1 Two years ago, those buildings didn't exist, and you

A ___ could see the sea from our house.

B ___ managed to see the sea from our house.

2 My cousin's leg is getting better, and he

A ___ managed to walk a bit yesterday.

B ___ could walk a bit yesterday.

3 The fire was terrible, but luckily

A ___ everyone could escape.

B ___ everyone managed to escape.

4 It took him a long time, but my uncle finally

A ___ was able to learn to cook.

B ___ could learn to cook.

Permission: can / could

6 Complete the mini-dialogues with **can**, **can't**, or **could**.

Alex Can I borrow your vegetarian cookbook, please?

Ben No, I'm sorry, you ¹_____ right now because Sara has it.

Lily ²_____ you help me with this question, please?

Teacher Yes, of course, I ³_____.

Pippa ⁴_____ I borrow your knife to cut this apple?

James Yes, you ⁵_____.

Count and noncount nouns

1 Match the sentence halves.

There are only a few d

- 1 You put too much _____
- 2 There are hardly any _____
- 3 How much _____
- 4 There's a great deal _____
- 5 How many _____
- 6 I have little _____

- a mushrooms on this pizza.
- b apples do we need for dessert?
- c pasta would you like?
- d eggs left so I'll buy some more.
- e time to cook during the week.
- f sugar in my tea.
- g of advice on the website.

Noun collocations

2 Complete the dialogue with the correct noun collocations.

Luke What are you going to order?

Sally A cup of coffee and a ¹ _____ of cake. Those cakes look beautiful! That one is like a ² _____ of art!

Luke Yes! Can we cut the cake into two ³ _____ so I can have some? I only want a little because I'm going to order a ⁴ _____ of soup.

Sally Aren't you going to order a drink?

Luke Oh, yes, I'll get a ⁵ _____ of water and a ⁶ _____ of fruit, too.

3 Write your own dialogue. Use phrases to describe nouns and noun collocations.

Friend What are you going to order?
You _____
Friend _____
You _____
Friend _____
You _____

Ability and permission

4 Complete the mini-dialogues with *can* / *can't*, *could* / *couldn't*, *be able to*, or *managed to*.

A Katy can cook, but she's not very good.

B Yes, she managed to make a pizza last week, but it was too salty.

1 A I _____ understand this recipe.

B Ask Dad, he might _____ help you.

2 A _____ I play on the game console, Mom?

B Only if you've finished your homework.

3 A Will you _____ meet us for pizza next Saturday?

B Yes, I _____ persuade my mom to let me come.

4 A I _____ find any apples!

B Sorry, I _____ get to the store today.

5 A _____ I borrow a pen, please, Mrs. Harvey?

B Yes, of course. Here you are.

6 A I _____ escape from the party early—the food was awful!

B Oh, no! Didn't they have pizza and normal party food?

5 Complete the sentences with your own ideas.

1 When I was young I could _____.

2 I can't _____.

3 Next year, I'll be able to _____.

4 I didn't manage to _____.

5 If I _____, I might be able to _____.

Reading

1 Read the email. Then check (✓) the correct answer a–c. The text is

- a a vacation blog. _____
- b an invitation. _____
- c a description. _____



To: liamP@email.com
From: rob15@dibble.com

Hi Liam,

It's my birthday on July 6th, and I'm planning a day out with a few friends. If the weather is hot, we're going to go to the water park for the day, and then in the evening, my mom's going to book a table at that new Mexican restaurant in town. You do like spicy food, don't you?!

If you'd like to come, we'll be leaving at about 10 a.m. You'll need to bring your swimming things and a towel as well. We can spend most of the day on the slides and in the wave pool, so don't forget to pack your swim goggles—oh, and a bottle of water.

We'll be able to have our lunch at one of the restaurants at the park (the crispy chicken wings are amazing in Chicksperience!), but you don't need any money because my parents are paying for everything.

What else? Oh, yes, we'll come back to my house after the park so that we can have a piece of my birthday cake, and then we need to be at the restaurant at 7 p.m.

Can your parents pick you up from the restaurant at about 9 p.m.? I really hope you can make it! If it rains, I'll talk to my mom about having a party at my house, but I'm not sure I'll manage to persuade her to have a lot of teenagers in her house! Anyway, let me know.

Robbie

5 How will Liam get home?

6 Will Robbie's mom want to have a party at their house?

Writing

3 Write a response to Robbie's email (100–150 words). Include this information:

- thank Robbie for the invitation
- say if you can go
- ask questions about details you aren't sure about (e.g., a swimming cap)
- tell Robbie the food you like (or don't like)
- tell Robbie that your parents can pick you up
- offer to give other kids a lift
- ask Robbie about ideas for a birthday present

Real English

Thank you for ...

Unfortunately, I ...

I'd love to ...

Do I need to ...?

I'm not keen on ...

My mom / dad will be able to ...

What can I get you ...?

2 Read the email again. Answer the questions.

When is Robbie's birthday? July 6th

1 What kind of food are they going to eat?

2 What does Liam need to bring to the park?

3 How much money does Liam need?

4 Where will they go in between the water park and the restaurant in the evening?

To: rob15@dibble.com

From: liamP@email.com

Hi Robbie,

Listening

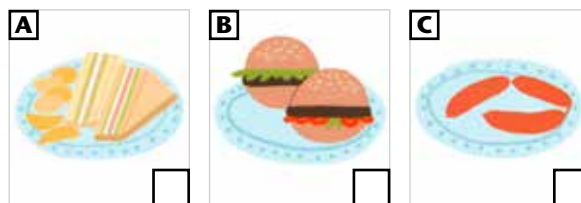
1 In pairs, match the collocations.

- | | | |
|--------------|------------|-----|
| 1 a spicy | a toast | ___ |
| 2 fry | b coffee | ___ |
| 3 a slice of | c soup | ___ |
| 4 a pinch of | d lemons | ___ |
| 5 a cup of | e sauce | ___ |
| 6 a few | f a cake | ___ |
| 7 a bowl of | g sausages | ___ |
| 8 bake | h salt | ___ |

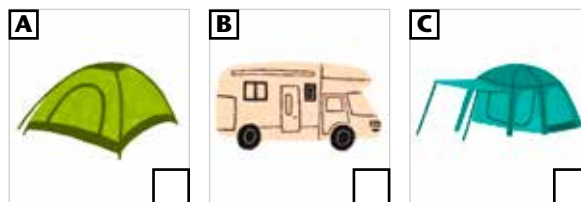
2 06 Listen and check (✓) the collocations you hear in exercise 1.

3 06 Listen again. Choose the correct answers.

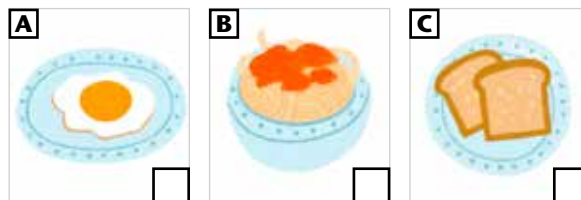
1 What will the girl take to the party?



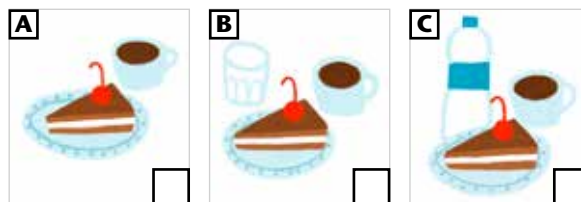
2 What did the girl stay in at the festival?



3 What did the girl cook at school?



4 What does the woman order?



5 Which shopping bag are they talking about?



Student A

Ask Student B questions to complete the recipe.

- A How much / many ... do we need?
B You need ...

Pancakes

¹ _____ egg

75 g flour

² _____ milk

30 ml water

Other things you might need!

1 lemon / ³ _____ sugar

A bottle of maple syrup

⁴ _____ blueberries



- First, in a bowl, mix together the flour, the egg, milk, and water. Add a ⁵ _____ of salt.
- Next, heat a little oil in a frying pan until it's hot.
- Pour ⁶ _____ of the pancake batter into the frying pan (enough for one pancake).
- Fry for a few minutes, and then turn it over and fry it on the other side.
- Finally, serve your pancake with your favorite topping.



Student B

Ask Student A questions to complete the recipe.

- A How much / many ... do we need?
B You need ...

Pancakes

1 egg

¹ _____ flour

75 ml milk

² _____ ml water

Other things you might need!

³ _____ lemon / some sugar

⁴ _____ maple syrup

A few blueberries



- First, in a bowl, mix together the flour, the egg, milk, and water. Add a pinch of salt.
- Next, heat ⁵ _____ oil in a frying pan until it's hot.
- Pour some of the pancake batter into the frying pan (enough for one pancake).
- Fry for ⁶ _____ minutes, and then turn it over and fry it on the other side.
- Finally, serve your pancake with your favorite topping.

Youth:

How can we make sure every child in the world has access to education?

Get started

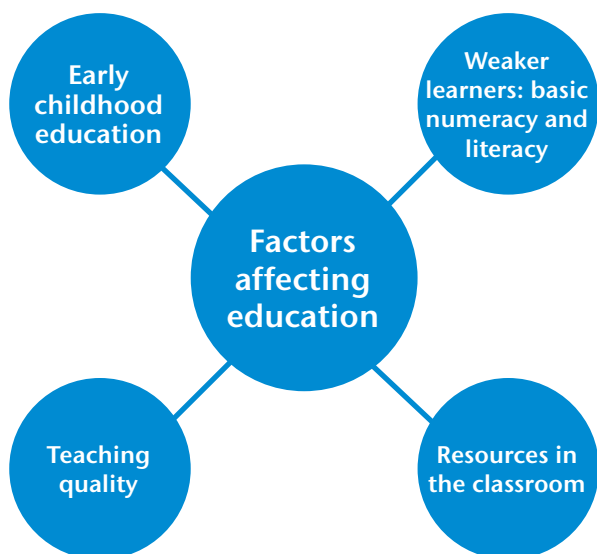
- 1 15 Listen and match the four speakers with the problems (a–f). Some speakers match with more than one problem.

Factors that affect access to education

- a Lack of materials ____
- b Transportation ____
- c Poverty ____
- d Lack of teachers ____
- e Lack of classrooms ____
- f Children with disabilities ____

Get thinking

- 2 In pairs or small groups, discuss how the ideas below could affect a child's education.



We will ...

- * work together
- * create a presentation on access to education
- * remember to use markers of structure

Get involved

- 3 You are going to present ideas for how to make sure every child in the world has access to education. Choose three ideas from exercises 1 and 2 to focus on. Use the chart below to organize your ideas.

Introduction	
Problems and solutions	
Conclusion	

Real English

In many countries ... Every child deserves ...
 We think that ... If you can't read or write ...
 We really believe that ...

Get presenting

- 4 Read the Real English and the Presentation strategy. Divide the presentation between your partner / group. Then present your ideas to your class.

Presentation strategy

Learn phrases that are markers of structure, e.g., *first*, *second*, *next*. These are important as they allow you to organize your presentation into sections.



How did you do?

Write the statements into your notebook and score yourself from 1 to 5.

I can ... talk easily about the topic.

1 2 3 4 5

☹ not very well very well ☺

I can ... use markers to structure my presentation.

1 2 3 4 5

☹ not very well very well ☺

I can ... present my ideas and solutions clearly.

1 2 3 4 5

☹ not very well very well ☺

Environment:

How can modern life be eco-friendly?

Get started

- 1 Read the poster below. Which of the eco-friendly ideas do you do already? Could you incorporate any other ideas into your life?

7 ways to be more eco-friendly

- ✓ Swap, don't shop.
- ✓ Use your smartphone to make to-do lists.
- ✓ Don't throw away food that is "best before."
- ✓ Use leftover food to make other meals.
- ✓ Don't use body scrubs—use sugar!
- ✓ Eat vegetarian more often.
- ✓ Cut down on plastic waste.



Get thinking

- 2 In pairs or small groups, discuss what you could do to be more eco-friendly. Make notes under the headings in the chart below.

Clothes	Food
Shopping	Other

We will ...

- ★ work together
- ★ create a presentation on eco-friendly life
- ★ remember to tell the audience the purpose of our presentation

Get involved

- 3 You are going to present ideas for living a more eco-friendly life. Choose four ideas from exercises 1 and 2 and organize your presentation. Use the chart below.

Introduction	
Eco-friendly suggestions	
Conclusion	

Real English

People should ...
 We can all make a difference if we ...
 Some people say that ..., but ...
 Why don't you ...?
 How about ...?
 If people ...

Get presenting

- 4 Read the Real English and the Presentation strategy. Divide the presentation between your partner / group. Then present your ideas to your class.

Presentation strategy

Remember to tell the audience what you are going to talk about at the beginning of your presentation, so that it is clear what the purpose of your talk is.



How did you do?

Write the statements into your notebook and score yourself from 1 to 5.

I can ... talk easily about the topic.

1 2 3 4 5

☹ not very well very well ☺

I can ... summarize the purpose of my presentation, so that it's clear what I'm going to talk about.

1 2 3 4 5

☹ not very well very well ☺

I can ... organize my ideas coherently.


1 2 3 4 5

☹ not very well very well ☺

Community:

Research inventions that have helped disabled people with their everyday lives.

Get started

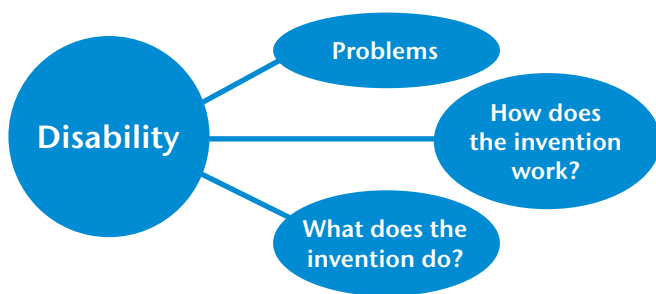
1  **16** In pairs or small groups, look at the pictures and discuss the questions. Then listen and check your ideas.

- 1 What disability does each person have?
- 2 What problems do you think each person experiences in everyday life?






Get thinking

2 In your pair / group, research inventions on the Internet that would help people with one of the disabilities in exercise 1. Put all of your ideas in a mind map.



We will ...

-  work together
-  create a presentation about how inventions have helped disabled people
-  remember to use examples to illustrate our ideas

Get involved

3 You are going to present your research about an invention that has helped disabled people. Use the chart to organize your ideas.

Introduction	
Disability – problems	
Invention	

Real English

Daily living can be ...
 With this invention, the person can ...
 In addition, a person with ...
 Living with ... can be For example, ...
 This invention has / will ...
 ... has so much potential to ...

Get presenting

4 Read the Real English and the Presentation strategy. Divide the presentation between your partner / group. Then present your research to your class.

Presentation strategy

Remember to use examples to illustrate the points you want to make.



How did you do?

Write the statements into your notebook and score yourself from 1 to 5.

I can ... talk easily about the topic.

1 2 3 4 5
 not very well very well 

I can ... use examples to illustrate the points I make.

1 2 3 4 5
 not very well very well 

I can ... use technology to research a subject.

1 2 3 4 5
 not very well very well 

Creativity:

How important are the arts in your culture?

Get started

- 1** Read the poster about an arts festival. Would you like to go to any of the events? Why? / Why not?

Arts festival



When July 14th–21st
Where The Neon Centre, Durham Street
What's on?

- Photography exhibition
- Paintings and sculptures from local artists
- Shakespeare's *Romeo and Juliet* (Tues night)
- City philharmonic orchestra (Wed night)
- A night of dance (Thurs night)
- Drama workshops for schools

See website for full details and schedule

Get thinking

- 2** In pairs or small groups, discuss what arts you like and why art is important. Put all your ideas into the chart under the headings.

Economy	Health and wellbeing	Society and education

We will ...

- ✦ work together
- ✦ create a presentation about how important the arts are in our culture
- ✦ remember to consider questions from our classmates

Get involved

- 3** You are going to present your ideas about why art is important. Use the chart to organize your ideas.

Introduction	
Why art is important	
Conclusion	

Real English

Imagine a society without ...
 It's important we recognize ...
 They benefit us economically because ...
 There's a strong relationship between ... and ...

Get presenting

- 4** Read the Real English and the Presentation strategy. Divide the presentation between your partner / group. Then present your ideas about the arts to your class.

Presentation strategy

Think of questions that you might be asked after your presentation, and think of how you might answer them.



How did you do?

Write the statements into your notebook and score yourself from 1 to 5.

I can ... talk easily about the topic.

1 2 3 4 5

☹ not very well very well ☺

I can ... answer questions about my presentation.

1 2 3 4 5

☹ not very well very well ☺

I can ... work well with others.

1 2 3 4 5

☹ not very well very well ☺